

# Northam Senior High School

## 2022 Annual Report



Telephone: 9621 6300

[northamshs.wa.edu.au](http://northamshs.wa.edu.au)

Kennedy Street NORTHAM WA 6104

## Acknowledgement of Culture

**Northam Senior High School respectfully acknowledges the traditional custodians of the land on which our school sits, the Ballardong people of the Noongar nation. We value the traditions and knowledge the Ballardong people have and acknowledge their contributions to the education of all children and people in this country, we all live in and share together, Australia.**

# Introduction

As Principal and Board Chair of Northam Senior High School, we proudly present the 2022 Annual Report to the school and broader community.

The 2022 Annual report is one of many ways we communicate school performance as measured against the targets of our Strategic Plan, providing families and members of the school community with an overview of Northam Senior High School over the past year.

2022 was an impacted year with the COVID-19 pandemic well and truly felt in the Wheatbelt. School operations in Term Two and Three were the most significantly affected, with student and staff absences understandably higher than pre- COVID times.

Our school was able to rally as *A Community United* to navigate this impact and we are grateful for the positive attitude of staff, students, parents/carers and the community. This has allowed us to continue to produce results and outcomes that have contributed to students achieving and working towards effective pathways for the future.

We do acknowledge however, that the pandemic impact has stalled much of the momentum of our Strategic Plan. For this reason, we have extended our Strategic Plan (2020-2022) to end of 2023.

The achievements we celebrate pertaining to the progress of our students, are shared with staff, families, and the community. On behalf of the Northam Senior High School staff and School Board, we commend the 2022 Annual Report to you.



**Richard Kardol**  
Principal



**Lisa Penno**  
School Board chair



# School Context

## About Our School

Commencing in 1921 as one of the first schools in Western Australia, Northam Senior High School operates in impressive heritage listed buildings. Our beautiful 100-year-old school stands on the bank of the Avon River and has a proud and rich history of providing a responsive curriculum to students in Years 7-12 from the Northam and surrounding Wheatbelt towns.

At Northam Senior High School, we build positive, honest, and connected relationships to ensure that our students can contribute to their current and future communities. Our vision is 'A Community United' which we achieve through our four values:

Courage Collaboration Connection Communication

We promote culturally responsive practices and work in collaboration with the local Aboriginal community. The school hosts programs including the Clontarf Academy, Wirrpanda Girls Academy and Follow the Dream Partnerships for Success that contribute to improving the educational and pastoral care outcomes for our students.

Northam Senior High School has excellent facilities and programs that create varied pathways for learning. Our facilities include a Trade Training Centre, that houses an industrial kitchen and front-of-house facilities, a modern Performing Arts Precinct home to a flexible theatre with retractable seating, modern visual and performing arts facilities and specialist learning spaces such as science laboratories, textiles room, large gymnasium and multi-use courts.

## Student Enrolments

Student enrolments are relatively stable with 661 funded enrolments in 2022. Schools are funded based on students that attend school before the February census date. In 2022 there were 61 students that did not attend school before the census date and were therefore unfunded enrolments.

	2020	2021	2022
Years 7-10	461	421	443
Years 11-12	254	234	218
Total	715	655	661

All senior high schools have a strong intake at Year 7 as students transition from primary school to high school. Northam Senior High School has an additional intake at Year 11 as students move from local district high schools to a senior high school for Years 11 and 12.

	2020	2021	2022
Intake Year 7	115	82	113
Intake Year 11	45	36	33

Majority of the Year 7 students attended, Northam PS, Avonvale PS, West Northam PS, Wundowie PS and Bakers Hill PS.

Majority of the Year 11 students attended Toodyay DHS and York DHS.

# *A Community United*

# School Priorities and Achievement Targets

## Target 1

An increased satisfaction rate across the school in communication and safe and orderly learning environment.

## School Priorities

1. Successful Students
2. Teaching and Learning
3. Relationship & Partnerships

## Target 5

Increase positive behaviour by decreasing the number of days lost to suspension for physical and verbal assaults.

## Target 2

Increase WACE achievement from 79% to 85% or higher.

## Target 3

Have all teachers use agreed teaching practises to improve student performance.

## Target 4

Increase attendance rates from 80% to 85% or higher.

# Self-Assessment

## Self-Assessment Practices

Northam Senior High School maintains a rigorous, reflective self-assessment process on a continuous basis. We collect and utilise relevant data which is then used to make comparisons with previous performance, like school data and state achievement levels.

Our self-assessment data is constructed through the analysis and reviewing of:

- Student Performance
- Program effectiveness
- Staff performance
- Feedback from families, staff and students.

Each Learning Area or school-based program completes a self-review assessing students' performance to inform the strategies in their annual operational plans.

Furthermore, the School Board regularly reviews school data offering a community perspective to improving students' learning opportunities.

Every three years the school is externally reviewed by the Department of Education WA. The last review was conducted in October 2020. The Report can be found on the school's website.



# School Priority 1: Successful Students

## Year 12 Achievement and effective pathways

Our school has set a target to *Increase WACE achievement from 79% to 85% or higher.*

In 2022 41% of the Year 12 cohort received a WACE. While this was the lowest in 6 years, the impact of the pandemic recovery is evident. In 2022 24% of the Year 12 cohort left for alternative pathways with the number of Notices of Arrangement (NOAs) being the highest in six years. The economic reality of Traineeship, Apprenticeship, Work and TAFE opportunities was most evident here.

WACE Achievement (at least 14 C grades or higher in Year 11 and 12 units, including at least six C grades in Year 12 units) was up at 79% of WACE eligible.

Breadth & Depth (Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs) was up to 98%, a four year high.

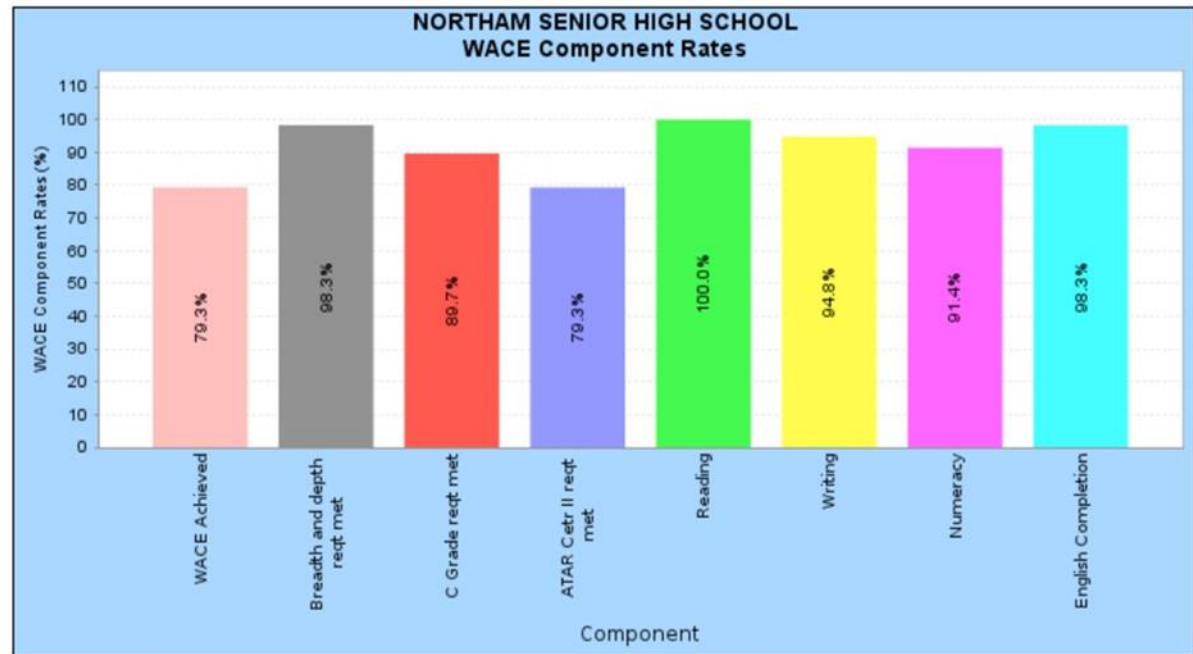
Northam SHS was able to exceed the system priority for STEM (Science, Technology, Engineering, Mathematics). 90% of WACE eligible students were enrolled in 2 or more STEM courses and/or STEM related VET qualifications, above the State Target of 85%.

WACE component rates are included in this report.

NSHS provided an extensive range of pathways for students, including courses in ATAR, General & VET combinations, Big Picture Education, Flexible Learning and Offsite programs for Students At Educational Risk.

## Year 12 ATAR and University pathways

- Our school celebrates its highest median ATAR in six years. The median ATAR was 68.6 as compared to Like Schools of 64.97.
- 16% of VET enrolled students did a Certificate IV (a six year high) ensuring eligibility for University entrance to courses with an ATAR of 70.



**Successful students** have a strong sense of belonging, with a commitment to learning and growth, and a connectedness to the school and community values.

We are focussed on providing our students with the opportunity to learn and succeed by:

- 1.1 Developing and embedding a Literacy Improvement Plan and Numeracy Improvement Plan.
- 1.2 Embedding a Senior School Improvement Plan.
- 1.3 Embedding an Attendance Improvement Plan
- 1.4 Develop Positive Behaviour Support within the school.
- 1.5 Develop Engagement effective pathways for all students.

# School Priority 1: Successful Students

## NAPLAN

Students at Northam Senior High School who participated in NAPLAN testing in 2022 did so for the first time in four years due to missing out on the 2020 testing window, which was cancelled due to Covid-19.

The tables below outline the rounded percentage of students at Northam Senior High School who achieved at or above the National Minimum Standard (NMS) in NAPLAN, compared to those who scored below the NMS. Our data reflects that Year 7 Numeracy has markedly improved since 2021 and Year 9 Numeracy has remained consistent over 2021 – 2022 but percentage has declined for both cohorts since 2019. Year 7 reading has improved since 2021, however Year 9 Reading has declined. Year 7 and 9 Writing have both declined in 2022 and targeted interventions are being planned for implementation in 2023 onwards to improve the literacy standards in early secondary schooling.

	Year 7		
	2019	2021	2022
Numeracy – at or above NMS	88%	75%	84%
Numeracy – below NMS	12%	25%	15%
Reading – at or above NMS	87%	81%	83%
Reading – below NMS	13%	19%	16%
Writing – at or above NMS	72%	87%	77%
Writing – below NMS	29%	14%	23%

	Year 9		
	2019	2021	2022
Numeracy – at or above NMS	97%	86%	86%
Numeracy – below NMS	3%	13%	14%
Reading – at or above NMS	86%	83%	77%
Reading – below NMS	14%	17%	23%
Writing – at or above NMS	73%	72%	68%
Writing – below NMS	27%	28%	33%

Percentages may not add up to 100% due to rounding



## OLNA

Year 12 results in 2022 was a success story, with encouraging results in both the Year 10 and Year 11 cohorts.

### Year 12

100% Reading for WACE eligible in (equal highest in 6 years)

95% Writing for WACE eligible (highest in 6 years)

91% Numeracy for WACE eligible (equal highest in 4 years)

### Year 11

97% Cat 2 and 3 for all who sat Reading

96% Cat 2 and 3 for all who sat Writing

95% Cat 2 and 3 for all who sat Numeracy

### Year 10

83% Cat 2 and 3 for all who sat Reading

81% Cat 2 and 3 for all who sat Writing

95% Cat 2 and 3 for all who sat Numeracy



# School Priority 1: Successful Students

## PBS

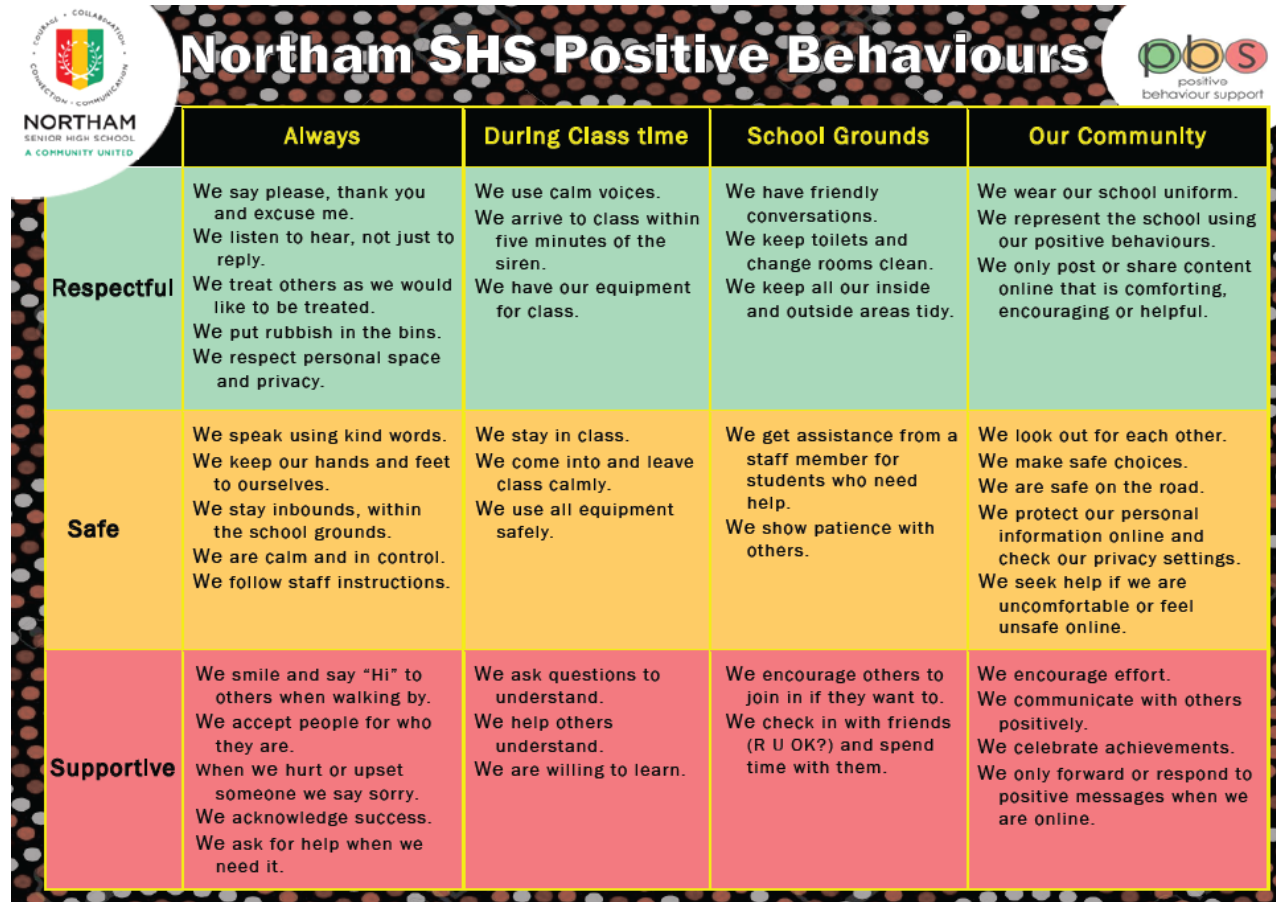
In 2022 Positive Behaviour Support (PBS) at Northam Senior High School entered its third year. Despite the difficult start due to COVID-19 and industrial action, the school had an improved plan to roll out PBS points and lessons to students. The goal of PBS at Northam Senior School is to explicitly teach students the expected behaviours to function well within our community.

*Our school has set a target to increase positive behaviour as indicated by the decrease in number of days lost to suspension for physical and verbal assaults.*

The three PBS values at NSHS are being *Respectful, Safe and Supportive*. All staff and students hold each other accountable with these three core values in our everyday interactions and they form the basis of PBS lessons which are delivered fortnightly.

The PBS team celebrates some tremendous 2022 achievements:

- School Wide consistently defined behaviours across Phase One, Two and Three.
- Digital issue of PBS points.
- Students were emailed certificates for every 50 points they achieved. Some students achieved 600 PBS points by the end of the year!
- Short-Term prizes were developed and issued to students, these included Icy-pole vouchers, Milo vouchers and Canteen Fast Pass vouchers.
- Staff incentives were introduced: *Silo Café* Coffee and Sweet Vouchers, Executive availability to cover duty vouchers.
- We had two incredibly successful large-scale reward days;
  - Dowerin Field Days- 200 students that earned the highest points were selected to attend this fantastic excursion.
  - PBS Reward Day- In the final week of school the Northam Recreation Centre hosted us for a variety of activities including Basketball, Netball, Floorball, Virtual Reality, Board Games and the afternoon was spent by the pools and slides.



The chart is titled "Northam SHS Positive Behaviours" and features the school's logo on the left and the PBS logo on the right. It is structured as a 3x4 grid. The rows represent the core values: Respectful (green), Safe (yellow), and Supportive (pink). The columns represent the contexts: Always, During Class time, School Grounds, and Our Community. Each cell contains a list of specific behavioral expectations.

	Always	During Class time	School Grounds	Our Community
Respectful	We say please, thank you and excuse me. We listen to hear, not just to reply. We treat others as we would like to be treated. We put rubbish in the bins. We respect personal space and privacy.	We use calm voices. We arrive to class within five minutes of the siren. We have our equipment for class.	We have friendly conversations. We keep toilets and change rooms clean. We keep all our inside and outside areas tidy.	We wear our school uniform. We represent the school using our positive behaviours. We only post or share content online that is comforting, encouraging or helpful.
Safe	We speak using kind words. We keep our hands and feet to ourselves. We stay inbounds, within the school grounds. We are calm and in control. We follow staff instructions.	We stay in class. We come into and leave class calmly. We use all equipment safely.	We get assistance from a staff member for students who need help. We show patience with others.	We look out for each other. We make safe choices. We are safe on the road. We protect our personal information online and check our privacy settings. We seek help if we are uncomfortable or feel unsafe online.
Supportive	We smile and say "Hi" to others when walking by. We accept people for who they are. When we hurt or upset someone we say sorry. We acknowledge success. We ask for help when we need it.	We ask questions to understand. We help others understand. We are willing to learn.	We encourage others to join in if they want to. We check in with friends (R U OK?) and spend time with them.	We encourage effort. We communicate with others positively. We celebrate achievements. We only forward or respond to positive messages when we are online.

# School Priority 1: Successful Students

## Attendance

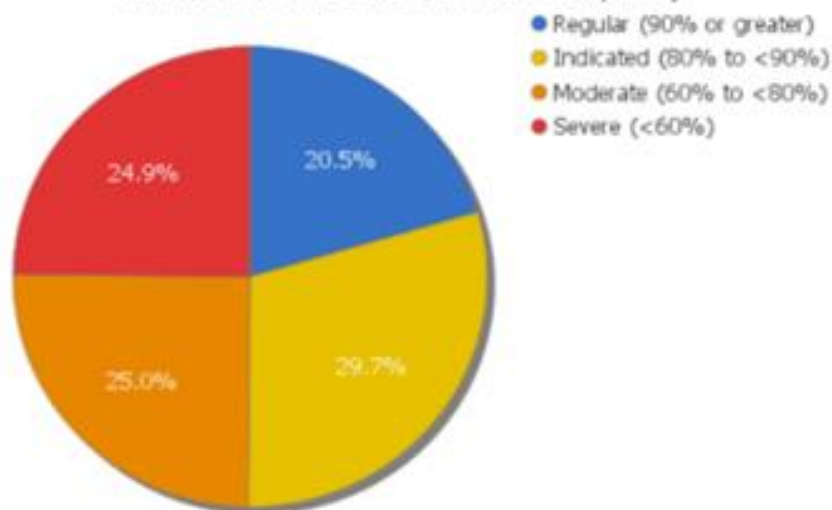
Our school has set a target to *increase attendance rates from 80%\* to 85% or higher*.

Our average attendance for Semester 1 was 70.7%, this slightly decreased to 67.2% for Semester 2. It is clear that our data reflects a genuine impact of COVID19, which occurred during Semester 1 and into Semester 2.

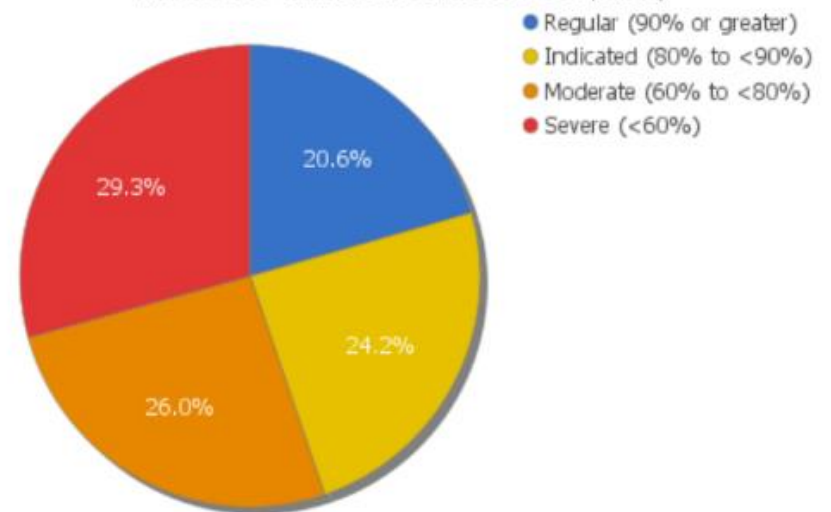
To promote positive attendance, regional office has developed a strategic Attendance Plan, based on the Circle of Courage Philosophy. The philosophy encompasses the following four values of *Belonging, Independence, Mastery and Generosity*. Our school has unpacked this plan and has implemented the following strategies to help improve our attendance in accordance to Target 2 of the Businesses Plan 'Increase attendance from 80% to 85% or higher'.

- Implementation of Student Support Officer to focus on Attendance.
- Commitment to conduct Home Visits each week.
- Commitment to include all stakeholders in the case management of identified students at risk.
- Implementation of positive incentives e.g. 100% Attendance rewards, most improved attendance and termly reward activities for high attenders.

Attendance Profile 2022 Semester 1 Compulsory



Attendance Profile 2022 Semester 2 Compulsory



# School Priority 2: Teaching and Learning

High quality teachers are skilled in connecting curriculum content knowledge, pedagogical understandings, instructional strategies, and effective classroom management.

Our teachers plan for positive and effective learning experiences by:

- 2.1 Developing and using a Northam Senior High School Instructional model and instructional strategies to impact student learning.
- 2.2 Embedding high quality Performance Development and Management processes.
- 2.3 Sharing and collaborating how to improve teaching and learning outcomes by using data to inform practices.
- 2.4 Observe the practice of colleagues through Classroom Observations and provide quality feedback on practice.

## Instructional Strategies

Due to disruptions to teaching and learning throughout 2022 due to COVID we have not been able to successfully implement the planned timetable of Classroom Observations.

We continue to implement the instructional framework across classrooms at Northam SHS providing students with challenging learning outcomes and success criteria in every classroom.

We focused on evolving our Online Delivery Framework by gathering data from school leaders to ensure that our Online Delivery Framework reflected best practice of teaching and learning occurring in classrooms. This included changes to the way we organise content on Connect to accurately reflect teaching programs so students could move fluidly between online and in class learning during COVID.



# School Priority 2: Teaching and Learning

## Achievement Data MESH

Our school has set a target to *have all teachers use agreed teaching practises to improve student performance, evident through improved SAIS and RTP data.*

Despite a significantly disrupted year learning areas were able to deliver consistent teaching and learning programs and met assessment considering the guidance of SCSA and the department.

The school has considered the impact on attendance on individual student achievement.

As part of the moderation strategies employed, Northam SHS considers the alignment of learning area grades against NAPLAN results.

This comparison provides some useful lines of enquiry for 2023:

1. Our 2022 Year 9 cohort was more affected by the school disruptions than Year 7
2. MESH learning area moderation processes for grading of higher achievement to be reviewed.

	<i>NAPLAN Result is below the Grade Allocation *</i>	<b>Change since 2021</b>	<i>NAPLAN Result is above the Grade Allocation *</i>	<b>Change since 2021</b>
<b>Year 7</b>				
Mathematics / Numeracy	29%	same	9%	decrease 12%
English / Reading	22%	increase 2%	33%	increase 7%
English / Writing	19%	decrease 12%	25%	increase 6%
<b>Year 9</b>				
Mathematics / Numeracy	12%	decrease 8%	41%	increase 20%
English / Reading	1%	decrease 21%	48%	increase 27%
English / Writing	19%	decrease 26%	28%	increase 11%

## Achievement Data Non-MESH

Students at Northam Senior High School completed a variety of contexts across three elective Learning Areas: Technologies, The Arts, Health and Physical Education. Some students undertaking these elective units are involved in multiple contexts. Attendance was a concern for some students, which led to limited achievement for many (D and E grades). The Technologies, Arts, Health and Physical Education staff are confident in their judgements and student achievement across years 7-10 and believe that with an increase in student attendance, there will be a likely increase in achievement.

# School Priority 3: Relationships and Partnerships

Our relationships ensure sustainable partnerships with parents, families, local businesses, and community organisations to improve opportunities and outcomes for students.

Our relationships and partnerships are fostered by:

- 3.1 Promoting positive, respectful relationships and positive behaviour reflecting the school values of Courage, Collaboration, Connection and Communication.
- 3.2 Using approaches and strategies to improve the emotional health, well-being and resilience of our staff and students.
- 3.3 Increasing communication with the community and raising awareness of the school, its programs and facilities through regular communication, marketing of educational partnerships, classroom, student and school success.
- 3.4 Strengthening connections with Aboriginal families and stakeholders in the community, by increasing opportunities for Aboriginal participation in events and meetings.

## Stronger connections

Northam Senior High School is continuing its journey of sustaining and strengthening our relationships with our Aboriginal families and wider community. Elders and families are invited each term to attend a morning tea with staff and programs to have a yarn and share what is going on in our school and community. Families also regularly engage with our staff at our Clontarf, Waalitj, and Polly Farmer Follow the Dream programs.

In 2022, our Aboriginal families and stakeholders from the community were also invited to attend our NAIDOC assembly that was held at the front of the school, followed by a morning tea in the Trade Training Centre. The event was well attended and Aboriginal families in attendance were also presented with a NAIDOC t-shirt that was designed and produced by our Polly Farmer Follow the Dream students.



# School Priority 3: Relationships and Partnerships

## NSOS 2022

Our National Schools Opinion Surveys (NSOS) was offered to all members of the school community. Students, Parents/Carers, Cleaners, Gardeners, Teachers and Allied Professionals were all offered opportunity to provide feedback to the school.

As a school we work strategically towards *an increased satisfaction rate across the school in communication and safe and orderly learning environment.*

Our feedback from students indicated increased perception of:

- My teachers provide me with useful feedback about my schoolwork.
- My school is well maintained.
- I feel safe at school.
- My teachers motivate me to learn.
- My school gives me opportunities to do interesting things.

Our feedback from parents/carers indicated increased perception of:

- The school is well maintained.
- My child like being at school.
- The school has a strong relationship with the community.

Our feedback from staff indicated increased perception of:

- The school has a strong relationship with the local community.
- Teachers at this school care about their students.

## Communication in 2022

Our school increased communication with the community in 2022, increasing SMS, email, Connect and Facebook posting and messages as we navigated the pandemic. This was reflected by survey feedback indicating the school's **strong relationship with the community.**

The approaches and strategies NSHS utilised for the emotional health, well-being and resilience of our staff and students continued to nurture a **safe and orderly** learning environment. Working towards the goal of clear and transparent feedback, the school made progress in increasing useful feedback that teachers provide about schoolwork, as evidenced in the NSOS.



# Financial Summary

## Revenue

The school is funded primarily from the Department of Education through the Student Centred Funding Model. There is a small proportion of locally-raised funds from:

2. Charges and Fees (schools fees)
3. Fees from Facilities Hire

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 22,566.16	\$ 24,900.41
2	Charges and Fees	\$ 120,677.96	\$ 123,229.33
3	Fees from Facilities Hire	\$ 13,390.91	\$ 13,004.54
4	Fundraising/Donations/Sponsorships	\$ 7,404.31	\$ 7,810.44
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 16,402.95	\$ 18,052.95
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 67,648.27	\$ 71,826.62
9	Transfer from Reserve or DGR	\$ 9,222.00	\$ 9,222.03
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 257,312.56	\$ 268,046.32
	<b>Opening Balance</b>	\$ 241,437.00	\$ 241,437.01
	<b>Student Centred Funding</b>	\$ 1,482,972.87	\$ 1,481,734.87
	<b>Total Cash Funds Available</b>	\$ 1,981,722.43	\$ 1,991,218.20
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 1,981,722.43	\$ 1,991,218.20

## Expenditure

A large proportion of the school's budget is expended through salaries. At Northam SHS there is also a large proportion spent on utilities (water, gas and electricity) and school maintenance. The School Board has a particular interest in reducing the cost of utilities. With solar panels installed the School Board is now working with the school to explore options to reduce the cost of water consumption.

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 57,225.28	\$ 38,083.77
2	Lease Payments	\$ 14,005.15	\$ 14,384.27
3	Utilities, Facilities and Maintenance	\$ 551,568.95	\$ 497,771.18
4	Buildings, Property and Equipment	\$ 185,888.69	\$ 140,868.65
5	Curriculum and Student Services	\$ 904,515.48	\$ 736,366.88
6	Professional Development	\$ 73,986.74	\$ 67,852.68
7	Transfer to Reserve	\$ 41,482.09	\$ 41,482.09
8	Other Expenditure	\$ 8,685.49	\$ 7,580.74
9	Payment to CO, Regional Office and Other Schools	\$ 167.50	\$ 167.50
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	\$ 1,837,525.37	\$ 1,544,557.76
	<b>Total Forecast Salary Expenditure</b>	\$ -	\$ -
	<b>Total Expenditure</b>	\$ 1,837,525.37	\$ 1,544,557.76
	<b>Cash Budget Variance</b>	\$ 144,197.06	

# Financial Summary

## Targeted Initiatives

Northam Senior High School receives additional funding from the Department of Education through the following targeted initiatives.

Aboriginal Education  
and Islander Officer

**\$47,051.48**

Follow the Dream:  
Partnership for  
Success

**\$221,543.00**

Graduate Teacher  
Program

**\$34,838.32**

Chaplaincy Program

**\$22,519.00**

Vocational Education  
and Training

**\$226,662.92**

Small Senior High  
Schools

**\$181,303.01**





**NORTHAM**  
SENIOR HIGH SCHOOL  
A COMMUNITY UNITED

